MICHIGAN Department of **Education**

**On Site Review
District Level Program Study Guide Items
Explanation with Examples Substantiating Implementation**

**Office of School Improvement
Field Services Unit**

OFFICE OF SCHOOL IMPROVEMENT
FIELD SERVICES UNIT

DISTRICT LEVEL PROGRAM STUDY GUIDE ITEMS
Explanation with Examples Substantiating Implementation

Strand I: Teaching for Learning	
Indicators	Explanations
1. Instruction is aligned with core academic curriculum	There is evidence that the written (intended) curriculum is being taught in all classrooms (e.g., samples of lesson plans cross-referenced to district standards and benchmarks, assessment documents, log of team planning).
2. Student performance data are analyzed continually to adjust instruction	Individual student performance data is analyzed to continuously adjust instruction (e.g., running records, pre- and post-tests, exit procedures for LEP students, unit grades, teacher observations, and checklists).
3. Design of services is research based	Documents or examples are provided verifying that allowable services are based on scientifically based research. Research-based study is rigorous, systematic, objective, reliable, valid and relevant. In some situations, evidence-based educational material is appropriate. It combines professional knowledge, experience and consensus and empirical evidence (e.g., materials reflect the practices being implemented; cite research or references that selected services would be successful).
4. Multiple strategies for in-class instruction are used to deliver a high quality curriculum	Examples demonstrate the use of multiple strategies for in-class instruction as the primary vehicle for delivering program services (e.g., diverse strategies, hands-on activities, activities that support multiple intelligences.
5. Students are served based on a comprehensive student needs assessment process relative to core academic standards	Comprehensive student needs assessment data in English/ language arts, mathematics, science, and social studies is present and used in each classroom to identify students eligible for services and can be documented (e.g., checklists, running records, unit grades, teacher observations, pre- and post-tests, Michigan Literacy Progress Profile [MLPP}). Program services reflect student needs identified by the assessment data. End of year data is used to design the program for the following school year.
6. Services are allowable in accordance with program legislation	Documents and examples are provided demonstrating that state and federal program services are allowable under legislative guidelines (e.g., Section 31a funds are being used for direct instructional and non-

	instructional services to eligible students; Title I, Part A programs are providing identified students with the supplemental academic services). Title I, Part C migrant students are identified. Title III programs provide research-based instructional services to enable LEP students to speak, read, write, and comprehend English and meet challenging state standards; Title I, Part C funds are used to meet the unique needs of migratory students.
7. Supplementary instruction is provided in the core academic areas of: A. English/Language Arts B. Math C. Science D. Social Studies	The program provides additional instruction in the core (English/language arts, mathematics, science, social studies) academic areas (e.g., lesson plans, grade level scope and sequence, scheduling of categorical staff and paraprofessionals in area of assistance). For schools using Section 41a funds, evidence would include a description of the bilingual program (e.g., dual language, transitional, sheltered English instruction). *Note regarding services to LEP students: The State School Aid Act requires Section 41a funds to be used for instruction of students with limited English speaking ability. However, Title VI of the Civil Rights Act and Title III of NCLB requires districts to provide instruction in other core areas to enable LEP students to participate effectively in school.*
8. Only eligible students are served	Materials are available documenting that program services are only provided to eligible students using appropriate and consistent criteria (e.g., written criteria, referral forms, identification lists from needs assessment, Section 31a form). LEP students are annually assessed for English language proficiency. Evidence for the Section 41a Program should include a home language survey and a reading test administered within the past six months; consultation with a parent (K-2). If English Language Learners are in an ESL Program, migrant students are identified and provided services.
9. Additional time or opportunities to learn are provided for eligible students	Examples exist that primary consideration is given to providing additional learning time, including extended time programs that are provided to eligible students (e.g., schedule of programs for before school, after school, extended school year or summer school. Other possibilities may include activities for work at home, take home computers, or materials for students with related support for parents).
10. Student assessment is aligned with core academic curriculum and instruction	Student assessment is specifically designed to measure instruction of the core academic curriculum (e.g., grade level assessment documents, assessments used to provide evidence of alignment to a written curriculum). School assessments include the annual assessment of English

	language proficiency for LEP students.

11. Annual review of disaggregated student achievement data, collected from State and other assessments, is used to monitor and adjust instructional programs
  A. gender
  B. migrant status
  C. limited English proficient
  D. race/ethnicity
  E. students with disabilities
  F. socioeconomic status
	There is evidence of how the results of disaggregated student achievement data are used to monitor and adjust instructional programs at least annually (e.g., annual school improvement reports and other documentation that contains disaggregated data from MEAP and other assessments, minutes, and the explanation of how the program is refined according to data results).
	
	Note: Data must be disaggregated to include the following: gender, racial ethnicity, migrant status, students with disabilities, LEP, and socioeconomic status, if statistically significant. Districts are encouraged to disaggregate student achievement data in other ways that would be of value to the planning process.

12. The school reports individual achievement to parents	Evidence exists that individual student achievement is reported to parents (e.g., report cards, MEAP individual student reports, parent-teacher conference schedule or progress reports). • Regular reports are provided to parents on their children's progress. • Multi-faceted communication sources are used between the teacher and parents including parent/teacher conferences.

Strand III: Personnel and Professional Learning	
Indicators	Explanations
1. The professional development plan is designed through a collaborative effort of all stakeholders based on needs assessment data	The principals, teachers, parents and other school staff are involved collaboratively in the planning and implementation of research-based staff development using the needs assessment data. The professional development plan focuses on areas of need that supports student achievement. The professional development plan addresses subject matter knowledge and teacher skills. It also is planned with input of staff to improve effective instructional practices. Based upon a needs assessment of teachers, paraprofessionals and other staff that influences the professional development plan. (e.g., staff and parent surveys, minutes of collaboration meetings).
2. The professional development plan includes activities that reflect research on teaching and learning	The professional development plan is based on research on teaching and learning (examples and information can be found at the NCREL web site http://www.ncrel.org/pd). The professional development plan is part of the total school improvement process and is embedded in the school improvement plan. The professional development plan should reflect

	needs identified by current student achievement data. (e.g., minutes from professional development planning meetings, individual and school professional development plans cite research models and/or refer to the school improvement plan. Use a Teaching and Learning Standards and Professional Development Standards from the Michigan Curriculum Frameworks).
3. Professional development incorporates strategies for meeting the educational needs of students with different learning styles	The professional development plan incorporates strategies for meeting the educational needs of students with different learning styles; such as, differentiated instruction, multiple intelligences, brain research, flexible grouping, etc. (e.g., minutes showing discussion of needs, written plan with specific strategies).
4. The professional development plan includes training for teachers to integrate technology into curriculum and instruction	Professional development activities are designed to increase use of technology in classroom (e.g., video streaming, computer assisted instruction, web quests, online courses, graphing calculators, etc.).
5. The professional development plan supports high standards in the core academic curriculum areas	The professional development plan supports high standards in the core subject areas (e.g., a written professional development plan addresses academic needs as determined by AYP, needs assessment staff surveys, etc.).
6. The professional development plan supports the school improvement plan	The professional development plan reflects support for the school improvement plan (e.g., examples from the professional development plan that demonstrate connections, inclusion of the professional development activities in the school improvement plan or one school improvement plan including the professional plan items).
7. Principals, teachers, other school staff, parents, if appropriate, participate in sustained, in depth professional development	Principals, teachers, parents and other school staff participate in professional development activities resulting in an improved program for meeting the needs of students. The professional development activities are sustained, in-depth, and ongoing and align with the school improvement goals and strategies (e.g., written plan, committee members, and minutes from meetings). Parents are involved in development and participate in Professional Development as appropriate.
8. The professional development plan supports content areas identified for improvement by Adequate Yearly Progress (AYP)	Evidence exists that professional development is provided in content areas in which the school is identified for Title I improvement (e.g., MEAP scores, Adequate Yearly Progress report, measures of student achievement).

Strand IV: School and Community Relations	
Indicators	Explanations

1. A school parental involvement policy exists and is implemented	A copy of the school's parent involvement policy, or the adoption of the district policy is available (e.g., available in published parent handbook, school calendar or newsletters). District/school policy contains all required Title I, Part A components.
2. Parents are involved in the school improvement program planning	Evidence exists that parents are involved in an organized, ongoing and timely manner in the planning of programs (e.g., an agenda, minutes, sign-in sheets from meetings). Title II, Part D requires a review of the district's technology plan to integrate technology in the classroom occurs every two years, and parents are involved in the review.
3. Annual parent meeting is held to inform parents of requirements and solicit participation	The annual Title I parent meeting is held (e.g., agenda with topics covered, includes program explanation and how parents can become involved in the program planning and evaluation).
4. Migrant Parent Advisory Group	Migrant Parent Advisory Group – 1304(c),(3) – In the planning and operation of year-round migrant programs and projects, there is consultation with parent advisory groups. These parent groups must be made up of migrant parents and operate separately from the district Title I, Part A parent advisory group.
5. Strategies are used to help families support their children's education	Opportunities for parent in-service are provided (e.g., parent training, indicators of volunteerism such as sign-in sheets, volunteer lists, evidence of parent night activities, childcare, home school liaison, or transportation, newsletters, workshop proposals/flyers, communications in home language for LEP or migrant students).
6. Support is provided to staff to build capacity for effective parent involvement	Evidence exists that assistance in skill school is provided to staff to improve parent involvement. The school staff is accessible to parents (e.g., in-service training, action resulting from parent surveys, literature and tips for teachers).
7. Parents are involved in program evaluation and the evaluation of parent involvement activities	Evidence exists that parents are involved annually in an evaluation of the program services (e.g., annual evaluation form/agenda, minutes, sign-in sheets of meetings, and a follow-up process indicating that something is done with the data gathered).
8. Student services are coordinated with appropriate community services	Evidence exists that district staff coordinates student services in collaboration with appropriate community service providers (e.g., referrals, student anecdotal records).

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